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ABSTRACT

California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) are professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL training (pre-K-Grade 3) emphasizes that the instructional focus in the primary grades is to teach reading and writing. ExLL (Grades 3-6) focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. Second Chance at Literacy Learning (Grades 6-12) training supports secondary English, reading, and special education teachers with both a classroom best practices model and a small group intervention. This training booklet is divided into the following sections: Overview; CELL Framework; ExLL Framework; Second Chance at Literacy Learning Framework; Major Components; Training Model; Research; Implementation; Additional Training Opportunities; and Collaborations and Partnerships. Contains a 137-item bibliography and 16 tables of data. (RS)

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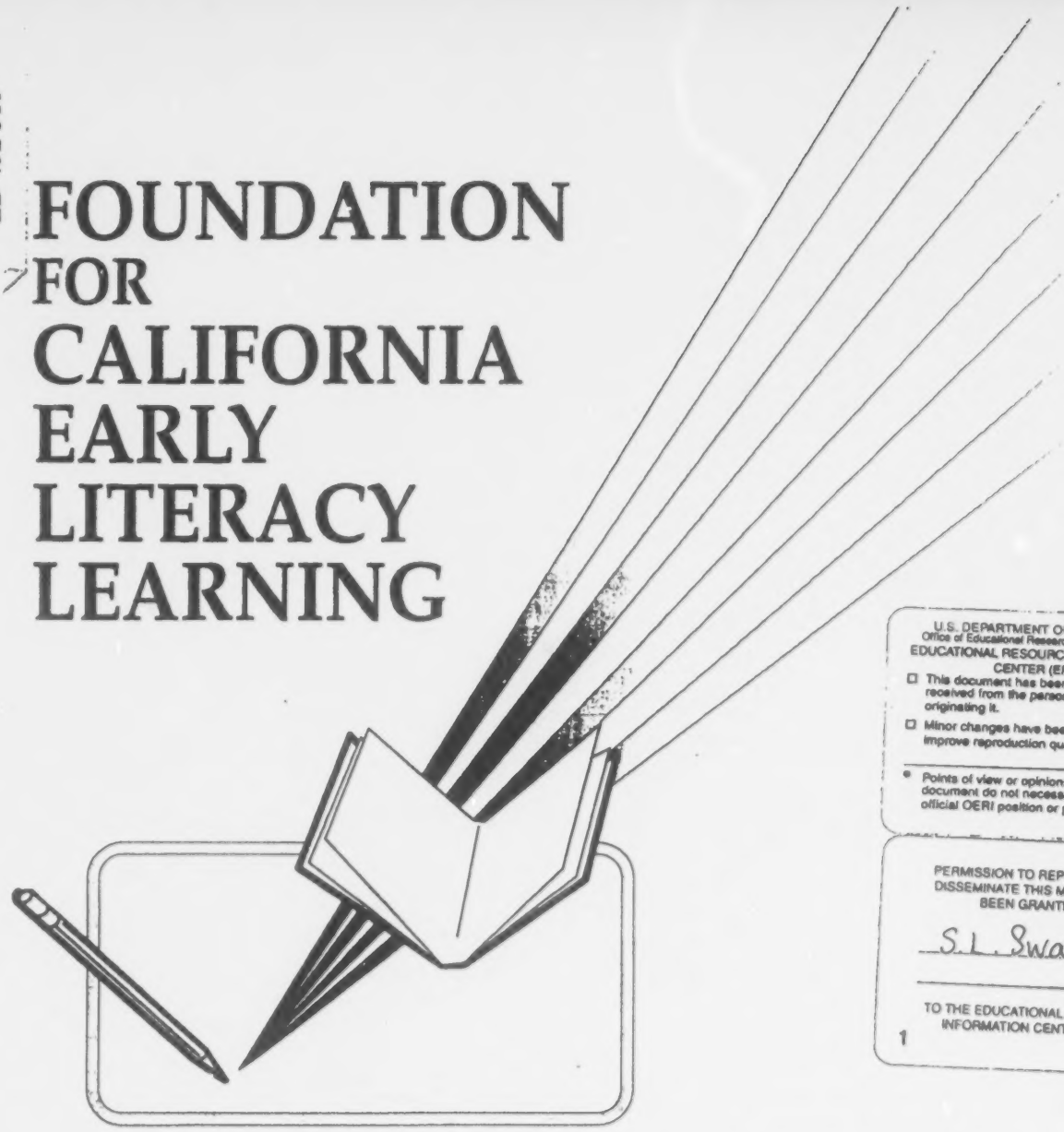

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FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING

Stanley L. Swartz, Ph.D.
Trainer and Director
stanley_swartz@eee.org
www.stanswartz.com

Rebecca E. Shook
Trainer and CELL Coordinator
beckyshook@aol.com

Adria F. Klein, Ph.D.
Trainer, ExLL and
Second Chance Coordinator
AK1183@aol.com

Training Staff:

Marie Belt
mvbetc@aol.com

Karen Bunnell
knowledgeispower@prodigy.net

Kay Hackbarth
klhack@juno.com

Charlene Huntley
huntleyc@web.sheridan2.k12.wy.us

Cinda Moon
csmoon@aol.com

Elizabeth Murphy
emurphy@edcenter.egusd.k12.ca.us

Kathryn Ransom
karansom@aol.com

Jan Schall
dschall48@hotmail.com

Debra Wakefield
dswake@gte.net

Project Staff:

Amie MacPherson
Program Manager
amie@cell-exll.com

Cathleen Geraghty
Project Assistant
cathleen@cell-exll.com

Laurie Roach
Project Assistant
laurie@cell-exll.com

For more information:
FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING
104 East State Street, Suite M, Redlands, California 92373
(909) 335-3089 • Fax (909) 335-0826
or visit our web page at http://www.cell-exll.com

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Professional development for teachers is the single most important decision we can make.

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OVERVIEW

The Foundation for California Early Literacy Learning provides professional development designed to help teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. California Early Literacy Learning (CELL) (PreKindergarten-Grade 3) training emphasizes that the instructional focus in the primary grades is to teach reading and writing. Extended Literacy Learning (ExLL) (Grades 3-8) training focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers. Second Chance at Literacy Learning (Grades 6-12) training supports secondary English, reading and special education teachers with both a classroom best practices model and a small group intervention.

The programs are designed to help teachers meet the needs and strengths of each individual child. The model stresses and encourages active participation from each child regardless of his or her current level of literacy acquisition. High progress children are encouraged to continue their rapid growth while low progress children are guided through the process with continuous support and an opportunity to accelerate their learning. The opportunity to try new learning in a risk-free environment and practice new strategies throughout the day are encouraged.

Teachers are trained to use a gradual decline of teacher support and a gradual increase in student independence based on demonstrated student capability. This reduction of teacher support is based on observations of individual child growth in understanding the process of literacy. The child's use of a variety of problem-solving strategies is supported through good teacher decision-making about ways to assist each child toward the goal of independence. The elements of the instructional frameworks are designed to help each child and the whole class move together toward that goal. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. Other curricular areas are delivered using literacy activities as the method of instruction. The frameworks include oral language, phonology, higher-order thinking skills, reading and writing activities, and test-taking strategies.

CELL, ExLL, and Second Chance have been developed with the strong belief that improved classroom instruction and increased student achievement are best achieved by providing more support and professional development for teachers. Helping teachers become more effective in their work is the primary goal. The training programs are based on a high level of confidence in the ability of teachers to become more powerful in their teaching, given appropriate training and long term support.

The programs are based on a high level of confidence in the ability of teachers.

California Early Literacy Learning (CELL)

CELL (PreK-3) helps primary teachers learn how to use the framework effectively in their classrooms and how to integrate the individual elements into an overall system of classroom instruction. Oral language is the foundation for all of the elements of early literacy learning. The dialogue, discussion, verbal interaction, and active oral engagement of each child are stressed as each of the framework elements is used. Knowledge of the structure of language is known to increase with communication that occurs surrounding the literature that is read aloud and the themes that are studied across the curriculum of the classroom. The practice of oral language and the development of new vocabulary through discussion and reading from a broad range of genre are reciprocal in nature. Skills development is also emphasized across each of the framework elements. Emergent readers must have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. These skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

The elements of the CELL framework provided during the inservice training are reviewed and discussed by both experienced and new teachers from a participating elementary school. Schoolwide staff development is provided by a specially trained Literacy Coordinator skilled in both the theory and practice of effective literacy learning. Literacy Coordinators also provide peer coaching to assist teachers in taking on the new learning and instructional methodologies of the CELL framework.

The PreK-3 Framework is carefully designed to help the beginning reader develop the necessary skills to master alphabetic principle, phonemic awareness, and concepts about print in a literature-rich environment.

CELL FRAMEWORK FOR CLASSROOM INSTRUCTION

ORAL LANGUAGE Assists students in language acquisition Develops and increases vocabulary Promotes the use of accurate language structure	Bruner (1983); Cazden (1992); Chomsky (1972); Ferreiro & Teberosky (1982); Holdaway (1979); Wells (1986)
PHONOLOGICAL SKILLS Uses oral language to access reading and writing Builds a foundation of phonemic awareness for explicit skills learning Teaches systematic phonics through writing, spelling, and reading Supports development of accurate spelling	Adams (1998); Bear, Invernizzi, Templeton, & Johnston (1996); Kirk, Kirk, & Minskoff (1985); Shook, Klein, & Swartz (1998)
READ ALOUD Builds vocabulary Introduces good children's literature through a variety of genre Increases repertoire of language and its use	Adams (1990); Clark (1976); Cochran-Smith (1984); Cohen (1968); Durkin (1966); Goodman, Y. (1984); Green & Harker (1982); Hiebert (1988); Huck, Hepler, & Hickman (1994); Ninio (1980); Pappas & Brown (1987); Schickedanz (1978); Wells (1985)
SHARED READING Promotes the development of early reading strategies Encourages cooperative learning and child-to-child support Stresses phonemic awareness and phonologic skills	Holdaway (1979); Martinez & Roser (1985); Pappas & Brown (1987); Rowe (1987); Snow (1983); Sulzby (1985); Teale & Sulzby (1986)
GUIDED READING Allows observation of strategic reading in selected novel texts Provides direct instruction of problem-solving strategies Allows for classroom intervention of reading difficulties	Clay (1991a; 1991b); Fountas & Pinnell (1996); Holdaway (1979); Lyons, Pinnell, & Deford (1993); McKenzie (1986); Routman (1991); Wong, Groth, & O'Flahavan (1994)
INDEPENDENT READING Allows children to practice strategies being learned Develops fluency using familiar texts Encourages successful problem-solving	Clay (1991a); McKenzie (1986); Taylor (1993)
INTERACTIVE WRITING Provides an opportunity to jointly plan and construct text Develops letter-sound correspondence and spelling Teaches phonics	Button, Johnson, & Furgerson (1996); McCarrier, Fountas, & Pinnell (2000); Pinnell & McCarrier (1994); Swartz, Klein, & Shook (2001)
INDEPENDENT WRITING Encourages writing for different purposes and different audiences Fosters creativity and an ability to compose	Bissex (1980); Clay (1975); Dyson (1982; 1988); Ferreiro & Teberosky (1982); Goodman, Y. (1984); Harste, Woodward, & Burke (1984)

EXTENDED LITERACY LEARNING (EXLL)

ExLL (Grades 3-6) training supports intermediate teachers in learning how to effectively teach reading and writing to students with a wide range of ability levels in the intermediate grades. It is aligned with the CELL framework and helps teachers learn how to integrate the individual elements into a seamless curriculum of classroom instruction. The active engagement of each child is stressed throughout the ExLL framework, with verbal interaction and reading and writing activities taught across the content fields. Knowledge of the structure of the language, new vocabulary and concepts are developed through literature and the study of genre across themes in the curriculum. Ongoing skills development at a higher level of phonological analysis is balanced with systematic, direct instruction of decoding and comprehension for struggling readers. These skills are acquired in the context of meaningful activities that motivate the gifted and reluctant reader alike. Students are given extensive practice by reading a wide range of fiction and non-fiction books and engaging in authentic writing activities in all content areas.

EXLL FRAMEWORK FOR CLASSROOM INSTRUCTION

PHONOLOGICAL SKILLS Directly and systematically teaches essential skills • Uses oral language to access reading and writing • Builds a foundation of explicit skills learning • Teaches systematic phonics through writing, spelling, and reading • Supports development of accurate spelling	Adams (1990); Blau (1998); Brady & Moats (1997); Cunningham & Stanovich (1998); Cunningham (1990); Duffelmeyer & Black (1996); Foorman, Francis, Shaywitz, Shaywitz, & Fletcher (1997); Fry (1998); Fry (1997); Liberman, Shankweiler, & Liberman (1989); Lowe & Walters (1991); Lowery (1998); Lyon & Moats (1997); McPike (1995); Moats (1994); Morris, Ervin, & Conrad (1996); Shaywitz (1996); Stanovich (1993); Tierney (1998); Torgesen (1998); Torgesen, Wagner, & Rashotte (1997); Triplett & Stahl (1998); Wolfe (1998)
READ ALOUD Expands concept development and language structure • Fluent, expressive reading • New and familiar concepts and context • Language and grammar usage	Andrews (1998); Barrentine (1996); Schickendanz (1978)
SHARED READING Increases fluency and extends phonological awareness • Phonological awareness for explicit skills learning • Choral reading • Reader's theater	Beck, McKeown, & Ormanson (1997); Blum & Koskinen (1991); Clark (1995); Dowhower (1991); Hasbrouck & Tindal (1992); Miller (1998); Nathan & Stanovich (1991); Samuels, Schermer, & Reinking (1992); Samuels (1997); Tangel & Blachman (1995)

EXLL FRAMEWORK FOR CLASSROOM INSTRUCTION (Continued)

DIRECTED READING Provides explicit skills and comprehension instruction for readers at various ability levels, integrates reading into the content areas, and teaches study and reference skills • Guided reading • Reciprocal teaching • Literature circles	Beck, McKeown, Hamilton, & Kucan (1998); Brown & Cambourne (1990); Chomsky (1976); Fletcher & Lyon (1998); Gilliam, Peña, & Mountain (1980); Jones, Coombs, & McKinney (1994); Juel (1988); Klein (1981); Klein (1996); Klein (1997); Lee & Neal (1993); Pearson, Roehler, Dole, & Duffy (1992); Perfetti (1995); Shanklin & Rhodes (1989); Showers, Joyce, Scanlon, & Schnaubelt (1998); Stahl & Shiel (1992); Tomlinson & Kalbfleisch (1998); Weir (1998)
INDEPENDENT READING Allows for extended practice, increased comprehension, and higher-order thinking skills • Specific reading strategies and text organization • Content area study	Anderson (1996); Henk & Melnick (1995); Metzger (1998)
DIRECTED WRITING Supports the accurate construction of text and effective spelling strategies • Interactive writing and interactive editing • Writer's workshop	Ehri (1998); Fletcher & Lyon (1998); Foorman, Francis, Fletcher, Schatschneider, & Metha (1998); Greene (1998); Heald-Taylor (1998); Henry (1988); Invernizzi, Abouzeid, & Bloodgood (1997); Juel (1988); Moats (1998); Swartz, Klein, & Shook (2001); Zutell (1996)
INDEPENDENT WRITING Encourages creativity and the ability to write for different purposes • Language structure and correct grammar usage • Accurate spelling and punctuation skills	Cassady (1998); Dyson (1982; 1988); Ferreiro & Teberosky (1982); National Center on Education and the Economy and the University of Pittsburgh (1999)
ORAL PRESENTATION Formalizes the process of sharing ideas and reporting information • Content area oral reports • Oral interpretation of literature • Drama/performance	Bruner (1983); California Department of Education (1998); Cazden (1992); Chomsky (1972); Ferreiro & Teberosky (1982); Klein (1997)

The ExLL Framework is aligned with the CELL Framework and is designed to help the wide range of readers in the intermediate grades extend their essential skills while reading and writing in the content areas.

Second Chance at Literacy Learning

Second Chance (Grades 6-12) is professional development for teachers in secondary schools. The challenge of providing support for teachers and curriculum alignment has much in common with the Extended Literacy Learning project, but there are unique differences. Considered in the development of Second Chance were the differences in the school schedule and the types of subject matter courses offered in grades 6-12.

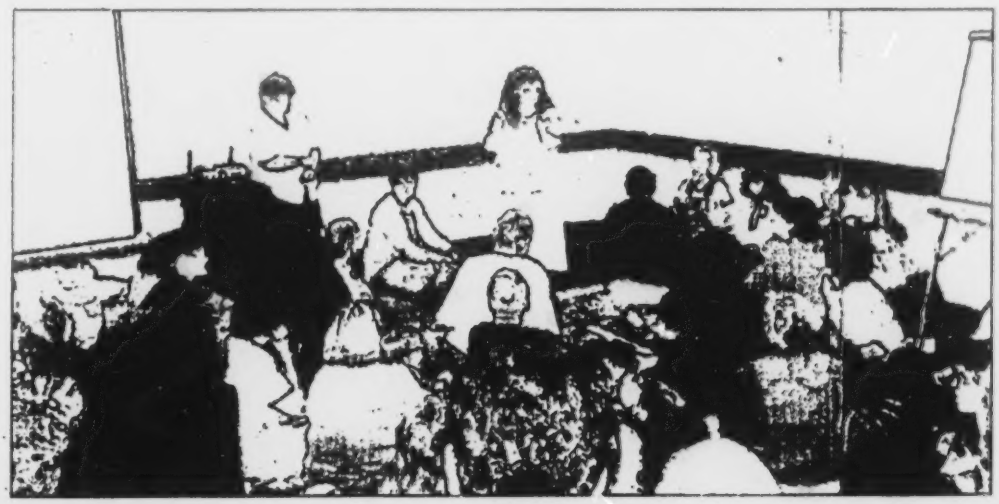
The teachers involved with Second Chance teach language arts, reading, ESL, resource or special education. Teachers may be prepared in other content fields but have a primary assignment in teaching English or reading. The goal is to promote best classroom practices for teaching reading and writing and small group intervention for struggling readers in secondary classrooms.

Second Chance takes best practices and intervention to secondary schools.

Second Chance parallels the work in CELL and ExLL where the importance of intensive professional development for teachers has been demonstrated. Second Chance includes an emphasis on the use of a balanced reading and writing program supported by the scientific research in the field.

The Second Chance framework includes an emphasis on the needs of the struggling reader and the importance of balancing phonological skills with the direct instruction of comprehension. Other framework elements are adjusted to focus on the needs in secondary classrooms. Reading aloud and shared reading are used to expand concept development and model language structure. Directed reading includes instruction in successful methods modified for the secondary level including guided reading, reciprocal teaching and literature circles. Independent reading is incorporated for extended practice and increased attention is given to comprehension, higher-order thinking skills, and motivation. In Directed writing, the accurate construction of text and effective spelling strategies are the focus. Independent writing encourages creativity and expression and the ability to write for different purposes. Lastly, the curriculum framework incorporates oral presentation which formalizes the process of sharing ideas and reporting information.

The primary focus is to give teachers intensive professional development and new ways to ensure that each secondary child who is a struggling reader has a Second Chance at Literacy Learning.



Second Chance has been designed to continue the work of the CELL and ExLL programs in secondary classes.

SECOND CHANCE AT LITERACY LEARNING FRAMEWORK FOR CLASSROOM INSTRUCTION

LANGUAGE, LITERATURE AND COMPREHENSION A literature, language, and comprehension program taught daily that includes a balance of oral and written language and focuses on necessary skills **Reading** • Read aloud • Shared reading • Directed reading Guided reading Reciprocal teaching Literature circles **Writing** • Directed writing Interactive writing and interactive editing Writing process Writer's workshop **Oral Presentation** **Explicit Skills** • Direct instruction in word work and spelling • Phonological skills	Andrews (1998); Barrentine (1996); Beck, McKeown, & Ormanson (1997); Beck, McKeown, Hamilton, & Kucan (1998); Blum & Koskinen (1991); Bruner (1983); California Department of Education (1998); Cazden (1992); Chomsky (1976); Clark (1995); Dowhower (1991); Ehri (1998); Ferreiro & Teberosky (1982); Fletcher & Lyon (1998); Foorman, Francis, Fletcher, Schatschneider, & Metha (1998); Gilliam, Peña, & Mountain (1980); Greene (1998); Hasbrouck & Tindal (1992); Heald-Taylor (1998); Henry (1988); Invernizzi, Abouzeid, & Bloodgood (1997); Jones, Coombs, & McKinney (1994); Juel (1988); Klein (1981); Klein (1996); Klein (1997); Lee & Neal (1993); Miller (1998) Nathan & Stanovich (1991); Pearson, Roehler, Dole, & Duffy (1992); Perfetti (1995); Samuels, Schermer, & Reinking (1992); Shanklin & Rhodes (1989); Showers, Joyce, Scanlon, & Schnaubelt (1998); Stahl & Shiel (1992); Swartz, Klein, & Shook (2001); Tangel & Blachman (1995); Tomlinson & Kalbfleisch (1998); Weir (1998); Zutell (1996)
DIAGNOSIS AND ASSESSMENT Ongoing diagnosis that informs teaching and assessment that ensures accountability • Selection of observation tools that match student needs • Decisions about instruction based on observations and assessment of students	Cunningham (1990); Fry (1998); Gabo (1998); Johns (1997); Shanklin & Rhodes (1989); Torgesen, Wagner, & Rashotte (1997)
INTERVENTION An intervention program that provides individual and small group support for children at risk of reading failure in the classroom • Homogeneous groups for skills • Heterogeneous groups for fluency/comprehension • Intensive instruction	Beck (1998); Chomsky (1972); Fletcher & Lyon (1998); Klein (1991); Liberman, Shankweiler, & Liberman (1989); Lyon (1997); Moats (1998); Pearson, Roehler, Dole, & Duffy (1992); Stahl, & Shiel (1992); Torgesen, Wagner, Rashotte, (1997)
ROUTINES Daily patterns of procedures and activities that repeat themselves so that students over time are freed up to focus on the content and skills and not on the directions or procedures **Independent Reading and Writing** • Time schedule • Repeated formats/activities/artifacts	Anderson (1996); Cassady (1998); Chomsky (1972); Chomsky (1976); Cunningham (1998); Dyson (1982; 1988); Ferreiro & Teberosky (1982); Hasbrouck & Tindal (1992); Henk & Melnick (1995); Metzger (1998); Samuels (1997)

MAJOR COMPONENTS OF CELL, EXLL AND SECOND CHANCE

California Early Literacy Learning, Extended Literacy Learning and Second Chance share a number of components that have been found important to their success and essential to effective implementation. Participants have reported a unique blend of intensive professional development that matches theory and practice and supports new learning by teachers.

CELL recognizes that the teaching of reading and writing is the foundation for all later academic achievement. Teachers are encouraged to teach all subjects using the framework of literacy activities. ExLL continues this emphasis in the intermediate grades with the additional focus of using reading and writing in the content areas. Second Chance recognizes that there are struggling readers in the secondary schools and supports continued literacy learning in the content areas.

The programs restructure how we teach children to read and write. Schools who participate have determined the need to change their approach to teaching reading and writing. Schools are committed to providing massive opportunities for children to practice reading and writing. Teachers are encouraged to use literacy activities as their primary teaching method, all day, every day.

National and various state level legislative initiatives emphasize that improving reading and writing is a high priority. California Early Literacy Learning, Extended Literacy Learning and Second Chance help schools meet this goal by providing professional development that helps teachers be more effective in providing literacy instruction. The teaching of phonemic awareness, systematic, explicit phonics instruction, sound/symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies are all emphasized. Training sessions also provide a multitude of authentic and literature-rich teaching methodologies for use in primary, intermediate and secondary classrooms.

The inservice trainings also incorporate research on how children learn to read, how proficient readers read, the structure of the English language, and the relationship between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading and writing instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension. The reciprocal nature of reading and writing is emphasized.

CELL, ExLL, and Second Chance are an important part of any school reform effort.

CELL, ExLL and Second Chance are balanced reading and writing programs that combine skills development with literature and language-rich activities. Children are provided direct instruction using high quality, appropriate materials. Teaching methods are used that have substantial support in the research literature. Teaching methods are aligned within and across grade levels. Achievement gains are enhanced when transition from grade to grade is accompanied by teachers who use the same teaching methods. Classroom instruction, early intervention, and special education are also aligned.

Diagnostic information is collected to inform instruction and assessment data to ensure accountability. Teachers are trained in various assessment procedures to improve their observation of children to better inform instruction. Standardized test measures are used to track both individual student and class achievement.

The training model provides intensive professional development with follow-up. School-Based Planning Team and Literacy Coordinator training are both year-long. Follow-up support for the three to five year implementation is provided through on-site training, class visits, and monthly guided meetings.

A capacity-building model that ensures long-term support is used. The School-Based Planning Team and the school-based Literacy Coordinator both help establish a system of support that continues year after year. Long-term support is provided through continuing professional development opportunities during periodic training updates and at the Annual West Coast Literacy Conference and other literacy conferences.

High quality teaching materials from a wide variety of sources are used during the training. Professional books and an extensive list of professional readings are provided during training. Recommendations for children's literature books and books for shared and guided reading are available. The effective use of other materials, such as basal reading series, is also included in the training.

The programs have been designed to support English language learners. Schools report that the frameworks have been effective in various instructional models. Children's book lists are available in both English and Spanish.

Special education teachers are included in all phases of training. Using the same teaching methods from the frameworks facilitates the inclusion of special needs children in regular classrooms. Children are supported in their learning by this cooperation between special and regular education.

Success is measured by student performance. Intensive staff development and ongoing support should be a condition of teacher accountability. Data reported in the research section show various procedures used to document success.

Major Components of CELL, ExLL and Second Chance

Increase the emphasis on reading and writing in the curriculum

Support continued literacy learning in the content areas

Focus on the professional development of teachers

Support school reform and school restructuring

Use a balanced reading and writing program supported by scientific research

Align teaching methods within and across grade levels

Support English language learners

Facilitate inclusion of special needs children

Use a capacity-building model

School-Based Planning Teams

To ensure schoolwide support, a School-Based Planning Team participates in a year-long series of planning activities and framework training sessions. The School-Based Planning Team is composed of the school principal, a reading specialist, a special education teacher, and a representative group of teachers.

The teachers from each team receive initial training in the elements of the framework and begin implementation of the framework immediately after the first session. They receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation and develop a resource for observation, demonstration, and support of the project.

Training for these sessions is provided by the training staff and the team of trained Literacy Coordinators. School-Based Planning Team training sessions include five full-day activities (one additional assessment training day for CELL teams) and attendance at either the West Coast Literacy Conference or a regional literacy conference. The training sessions focus on systematic observation of children's learning and specific instruction in the effective use of elements of the frameworks. Between training sessions teams participate in guided meetings at their school site. Guided meetings are an opportunity for further study and collegial support.

The School-Based Planning Team also works together during the training days to develop a vision for future literacy instruction in their school. Planning for long-term professional development over the next three to five years is a role of the School-Based Planning Team at each school. Supporting the Literacy Coordinator while in-training is another function of each School-Based Planning Team. The Literacy Coordinator-in-training practices observation skills and peer coaching with the School-Based Planning Team members.

ROLE OF THE TEAM

Support implementation by:

- Beginning to practice the elements of the framework daily in your classroom.
- Learning the theoretical constructs of literacy learning through professional reading.
- Making decisions on how the implementation of literacy instruction can be supported and extended throughout your school.
- Attending and actively participating in all training days.
- Helping to coordinate guided meetings at the school site.
- Supporting colleagues on the team as they attempt new learning.
- Reflecting on your own teaching.

Literacy Coordinator

The Literacy Coordinator is the school-based staff developer who supports the implementation of the frameworks. This individual has no supervisory responsibility, but rather serves as a coach and mentor to colleagues on the instructional team. There is a separate and distinct training for Literacy Coordinators because of the varied needs of primary, intermediate and secondary teachers.

The Literacy Coordinator-in-training participates in five full-week trainings (Sunday through Friday) throughout the traditional school year. This training consists of observations in classrooms, group meetings to reflect on the teaching and learning observed, and seminars that combine theory and practice. Throughout the year, the Literacy Coordinator-in-training teaches a half-day in a classroom using the elements of the framework and attends biweekly guided meetings. In addition to teaching a half-day in their own classrooms, the Literacy Coordinators support the continued learning of the School-Based Planning Team by observing in classrooms half days and conducting awareness sessions with the rest of the instructional team.

"This training is powerful. It changed the way I teach."

Literacy Coordinator-in-Training

Literacy Coordinators also receive leadership training that focuses on peer coaching and the construction of the staff development model. One of the major strengths of the model is the effectiveness of peer coaching. The Literacy Coordinators use their classrooms for demonstration opportunities for their colleagues. It is recommended that a Literacy Coordinator have responsibility for supporting approximately twenty teachers. Additional Literacy Coordinators are recommended for larger schools.

For smaller schools it is possible to combine the CELL and ExLL training so that one Literacy Coordinator can support grades PreK-6. This extended training model requires completion of CELL and ExLL School-Based Planning Team training, CELL Literacy Coordinator training, and a supplemental three-week training in the ExLL Framework.

Training Schedules

Implementation has three distinct phases. During the first phase, School-Based Planning Teams are trained. This training helps establish the culture for change in the school and provides an initial training for team members. During phase two, a Literacy Coordinator is trained to provide support to team members. This position is an important part of the capacity-building effort for the school. In the final phase, phase three, teachers who were not part of the School-Based Planning Team are trained. The Literacy Coordinator begins full implementation at the site by providing the five day training sequence. Observations in the classrooms of the School-Based Planning Team and in the classroom taught by the Literacy Coordinator are also part of full implementation training.

The training model is designed to make schools self-sustaining through the training of Literacy Coordinators who can provide professional development and peer coaching to teachers in their own schools. This capacity-building model has been found to support long term change in participating schools.

Different schedules of training and implementation are used by various schools. Some schools choose to complete School-Based Planning Team training in the same year as the training of their Literacy Coordinator. Full implementation using this schedule begins in year two. Other schools choose to train a team in year one, a Literacy Coordinator in year two, and begin full implementation in year three.

Participation in CELL and ExLL trainings vary across schools. Some schools train teams and Literacy Coordinators in CELL and ExLL at the same time. Other schools have initiated CELL training and progressed into ExLL training in a subsequent year. Though many Second Chance schools are in districts using CELL-ExLL, it is not a prerequisite.

Implementation Schedule

School-Based Planning Team

- Assessment Training
  - CELL (One-day workshop)
  - ExLL and Second Chance (during training days)
- 5 One-day Training Sessions
- Monthly Guided Meetings
- West Coast (or a regional) Literacy Conference

Literacy Coordinator Training

- Assessment Training
  - CELL (One-day workshop)
  - ExLL and Second Chance (during training days)
- Monthly Guided Meetings
- 5 Week-Long Training Seminars
- 3 Interim Training Days
- Monthly Colleague Meetings
- West Coast Literacy Conference

Schoolwide Training

- Assessment Training
  - CELL (One-day workshop)
  - ExLL and Second Chance (during training days)
- 30 Hours Training for Staff
- Biweekly Guided Meetings
- West Coast (or a regional) Literacy Conference

RESEARCH

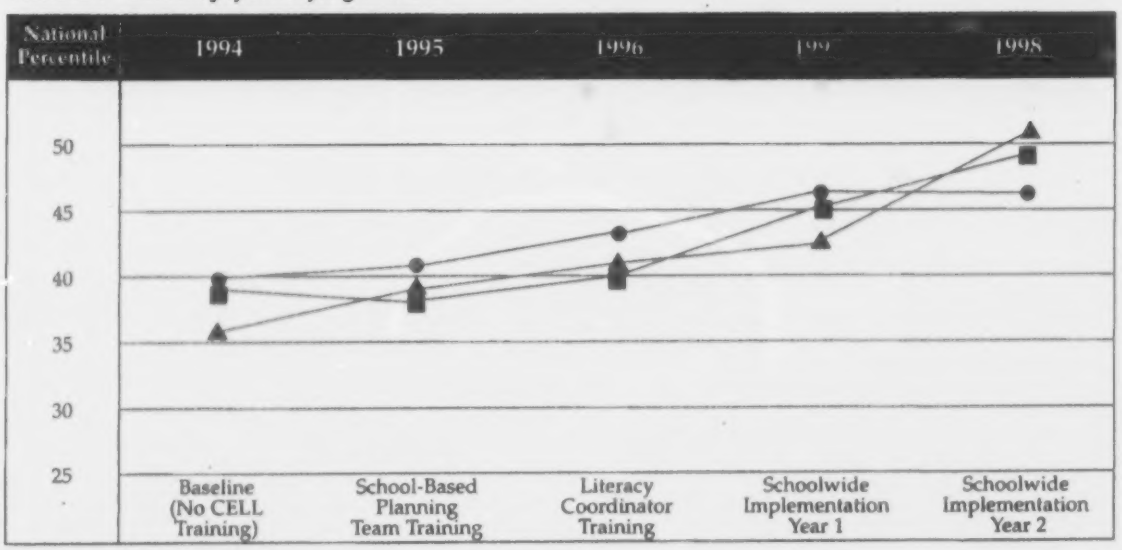
California Early Literacy Learning, Extended Literacy Learning and Second Chance are all research-based programs. This research is reflected in both the selection of training components as well as the collection of data from participating schools. All elements of the frameworks were selected because of their substantial support in the research literature. The frameworks represent best practices in literacy learning. Participants assist in the collection of data that are used to document program success and individual student gains. It is a primary focus of the research to analyze and report data generated by individual participating schools and districts. This research focus is a more reliable predictor of the likely impact of professional development on achievement in a particular school than a set of aggregated data from all participants.

Specific focus is given to the standardized test scores of each participating school. In addition to the language arts test results, content area scores are also monitored to determine the impact of increased literacy learning on achievement in mathematics and other subject matter. In addition, as soon as possible after the opening of school, approximately six children chosen at random from each classroom, are individually assessed, using various measures as a pretest. The posttest for this same group is completed in the last three weeks of school. This procedure is used to monitor specific learning in a group of focus children at each grade level.

The primary goal of California Early Literacy Learning, Extended Literacy Learning and Second Chance is to increase the literacy achievement of children. Table 1 is a longitudinal study of student achievement over a five year period. A steady trajectory of growth is seen from the 1994 baseline of no training to the second year of full implementation in 1998 with scores in the average range. This growth was seen in reading and language arts as well as in mathematics.

Table 1

Sustained Growth on SAT-9 in Reading, Language Arts and Mathematics Achievement in a Four Year CELL Implementation – Summary of scores for grades 3-5*



● Reading
▲ Math
■ Language Arts

*Stanford Achievement Test - Ninth Edition
Wyoming Title I School

To increase school accountability for student achievement, California implemented an Academic Performance Index (API) to measure school success. Schools were given a five percent achievement target gain on the Stanford Achievement Test - Ninth Edition for the 2000 testing cycle. Table 2 is a summary of all California elementary schools and their success in meeting their goal. Seventy-one percent of California elementary schools met or exceeded their goal, 81 percent of CELL schools (full implementation of team training and a Literacy Coordinator) and 98 percent of schools implementing both CELL and ExLL met or exceeded their goal. On average CELL and ExLL schools exceeded their goals by 35 percent.

Table 3 is a summary of the growth for schools implementing CELL and ExLL for implementation periods of one to five years. All schools in this analysis exceeded their achievement goal by a considerable margin.

Utah utilizes a criterion-referenced test to monitor the progress of their disadvantaged and low performing schools. Table 4 summarizes the CELL data (Grades 1-3) and Table 5 summarizes the ExLL data (Grades 4-6). The number of children who scored in the lowest quartile declined significantly from the baseline year of 1998 over the two year period of implementation.

Table 6 shows Fall and Spring Observation Survey (Clay, 1993) mean scores and grade equivalents in text reading for children in grades K-2 at a fully implemented CELL school. Kindergarten students began the year as non-readers and reached a level equivalent to mid-first grade by the Spring testing. Achievement of first-graders increased from upper Kindergarten to beginning second, and second-graders began the year just below grade level and scored high fourth grade in the Spring testing. These randomly selected children received no intervention or support services other

CELL and ExLL schools outperformed other elementary schools on the SAT-9.

Table 2

California Schools Meeting or Exceeding API Goal (2000) - Standford Achievement Test (Ninth Edition)

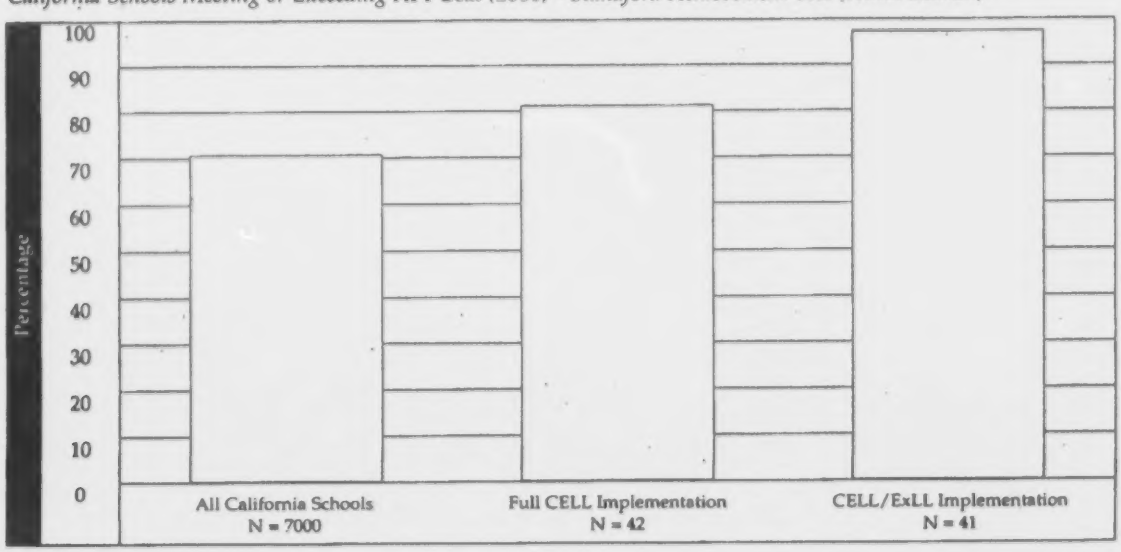
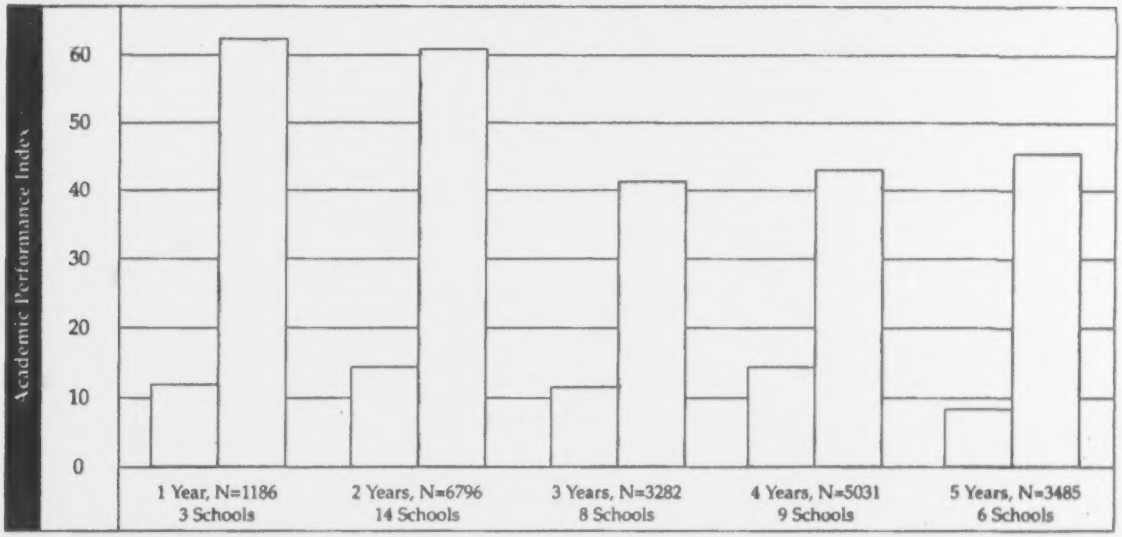


Table 3

SAT-9 Growth for Full Implementation of the CELL and ExLL Programs in California Schools (1999-2000)*



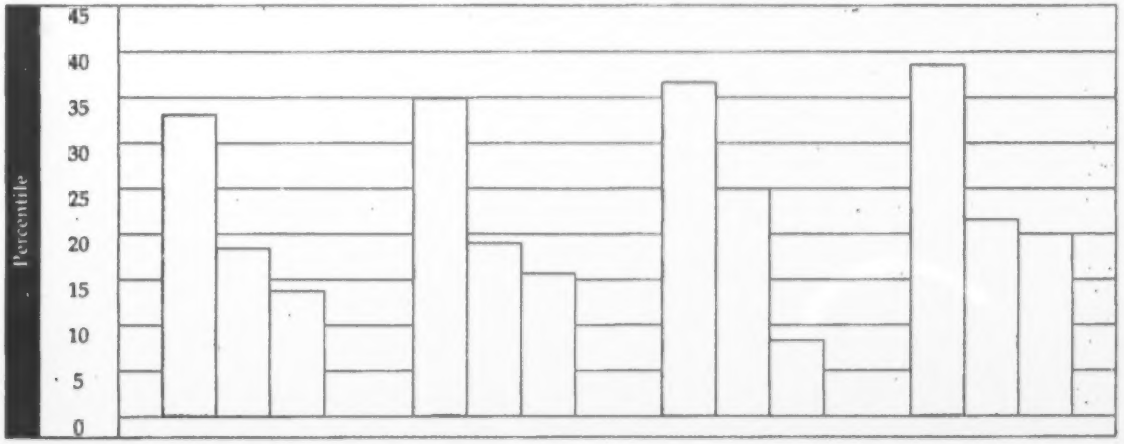
*Stanford Achievement Test - Ninth Edition

than effective classroom teaching using the CELL framework.

An additional research focus is the impact of professional development. Table 7 reports a study completed where half of the staff participated in training and the other half served as a control group who received no training. Significant increases in text reading scores were reported in each grade level for children of teachers who participated in training compared to those who received no training.

Table 4

Students Scoring in the Lowest Quartile on Criterion-Referenced Tests, Grades 1-3 (CELL) in Four Utah Schools*

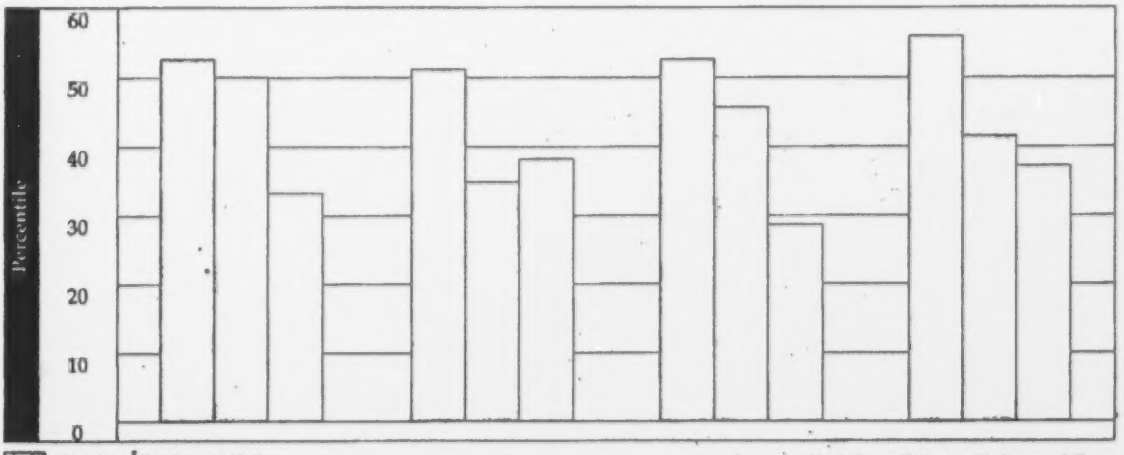


Baseline/1998 (N=853)
CELL Yr 1/1999 (N=874)
CELL Yr 2/2000 (N=729)

*Utah State Criterion-Referenced Tests

Table 5

Students Scoring in the Lowest Quartile on Criteron-Referenced Tests, Grades 4-6 (ExLL) in Four Utah Schools*



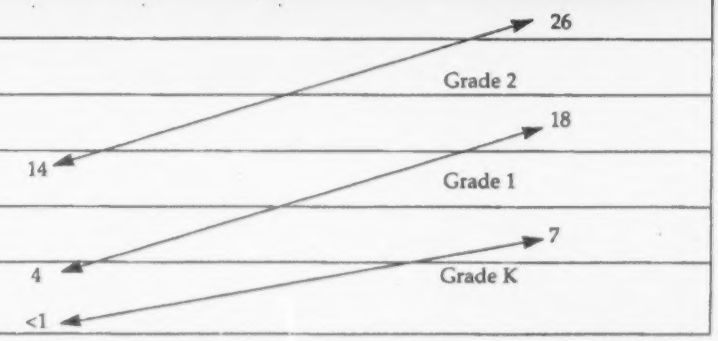
Baseline/1998 (N=681)
ExLL Yr 1/1999 (N=660)
ExLL Yr 2/2000 (N=671)

*Utah State Criterion-Referenced Tests

Table 6

Mean Text Reading Scores for Fall and Spring – Focus Child Testing

Text Reading Level*	Grade Level Equivalent	Fall	Spring
25	4th Grade		
20	3rd Grade		
15	2nd Grade		
10	1st Grade		
5			
0	Kindergarten		



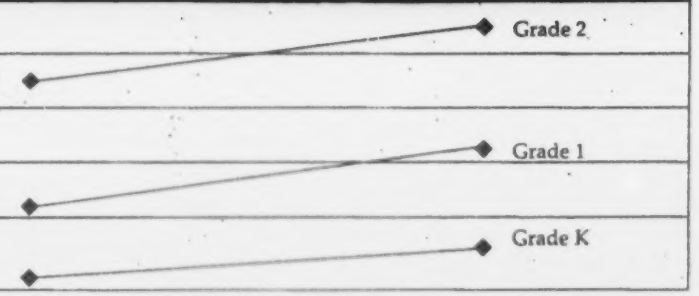
Implementation Year One California School, 1996.

*Observation Survey

Table 7

Year End Mean Text Reading Scores for Children of Training Group and Control Group

Text Reading Level*	Grade Level Equivalent	Control	Trained
20	3rd grade		
15	2nd grade		
10	1st grade		
5			
0	Kindergarten		



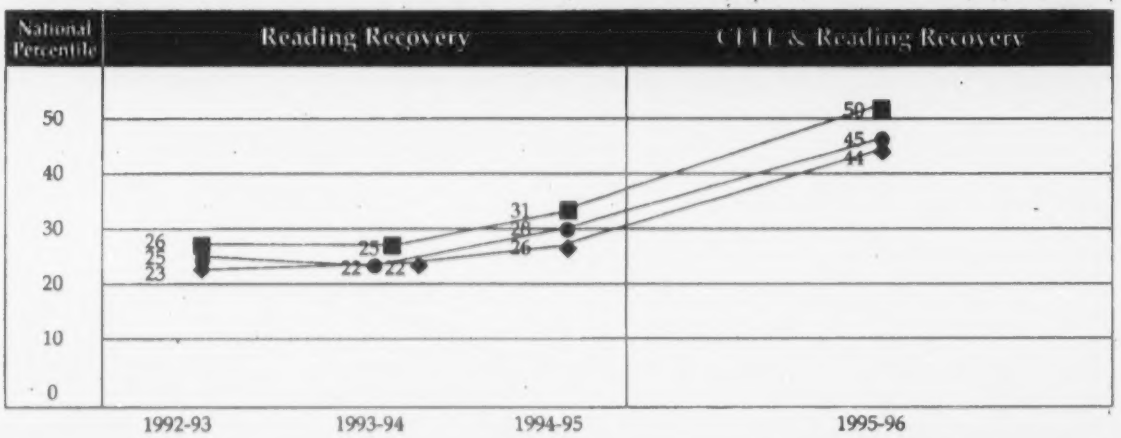
Wyoming school (N=200), 1996.

*Observation Survey

Accountability is an important part of the CELL, ExLL, and Second Chance training.

Table 8

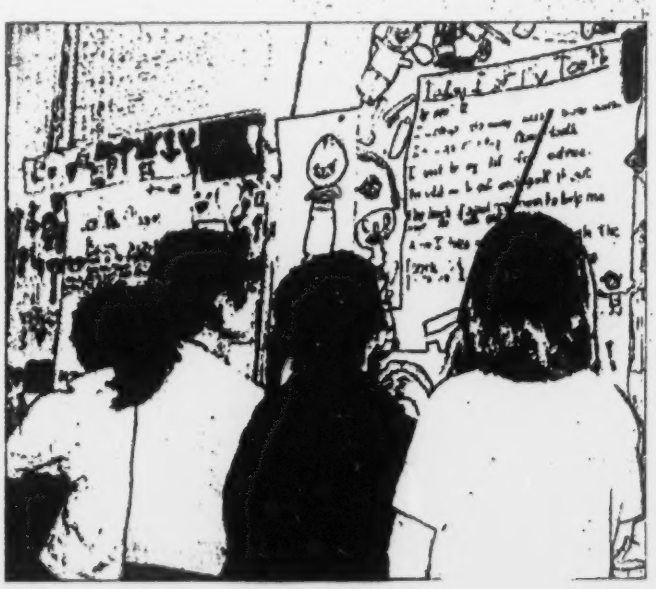
Impact of California Early Literacy Learning (CELL) on Standardized Test Scores for First Graders in Schools with Reading Recovery*



■ Mathematics
● Reading
◆ Total Battery

*Comprehensive Test of Basic Skills (CTBS)
Six California Title I Schools

Many schools that have selected CELL as a professional development program also participate in the Reading Recovery (Clay, 1979) program. Though Reading Recovery, by design, is an intervention and not expected to impact the cohort, many districts track these data. Table 8 shows standardized test data for first-graders over a four-year period in mathematics, reading, and total battery. The three years of data during Reading Recovery participation yielded scores in the 22-31 national percentile range. Year-end scores following the first year of CELL implementation showed a dramatic increase in all three areas to the 44-50 percentile range. The achievement increase was also seen in mathematics. These data help support the primary importance of reading and writing instruction in the elementary grades. It also suggests that even a powerful intervention like Reading Recovery improves with the support of effective classroom teaching.



22

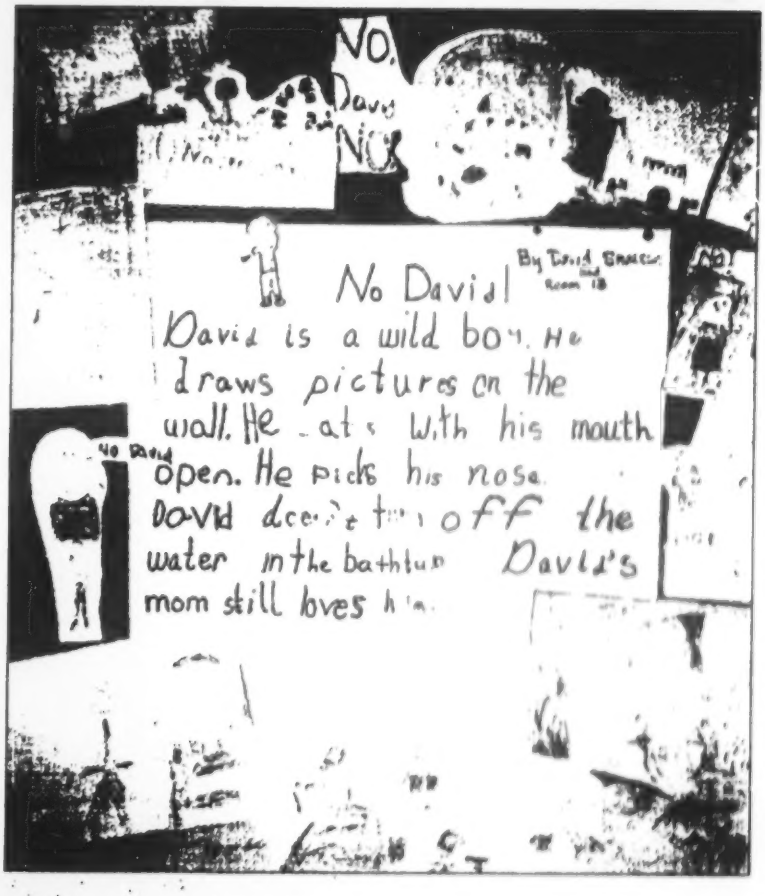
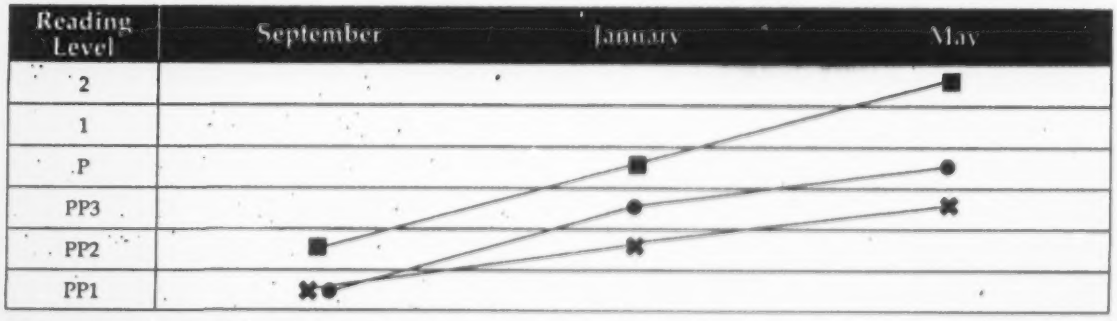

No David!
David is a wild boy. He
draws pictures on the
wall. He eats with his mouth
open. He picks his nose.
David doesn't turn off the
water in the bathtub. David's
mom still loves him.

Table 9 also has data that compare Reading Recovery implementation and CELL implementation. In addition, it compares CELL implementation at the School-Based Planning Team level and the Literacy Coordinator level. The benefits of full CELL implementation are demonstrated in this study as well as the benefits of a school-based staff developer.

It is hoped that powerful instruction and access to good first teaching for all children will impact the need for remedial reading and special education services. Table 10 reports special education referrals over a three year period. Non-Title I schools with neither Reading Recovery nor CELL support showed an increase in percentage of referral from 2.6 to 3.7. Title I schools supported by Reading Recovery showed a referral reduction from 3.0 to 2.8 percent. The demonstration school supported by Reading Recovery and CELL showed a significant reduction in referrals to special education from 3.2 to 1.5. These data con-

Table 9

Comparison of First Grade Text Reading Level Averages for Reading Recovery, CELL Year One (Team) and Year Two (Literacy Coordinator) Implementation Years*

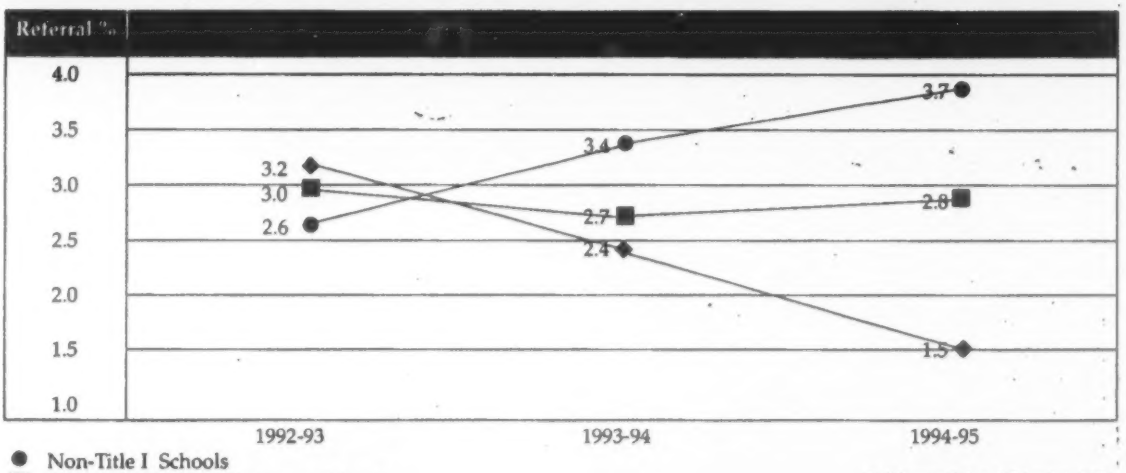


✖ 94-95 Reading Recovery Implementation
● 95-96 CELL School-Based Planning Team Training
■ 96-97 CELL Literacy Coordinator Training

*Observation Survey
California School District, 1997

Table 10

Comparison of Non-Title I, Title I, Reading Recovery, and California Early Literacy Learning Referrals to Special Education



California School District, 1996

firm both the effective combination of a balanced program of reading and writing instruction with a powerful early intervention and the cost effectiveness of schoolwide training in CELL.

One of the CELL demonstration schools was able to exit eight of 32 children from special education resource placement during 1997-98 after two years of CELL implementation. The district used a typical ability/achievement discrepancy determination to both establish and maintain eligibility. The children who exited made sufficient gains in reading and writing to fall below the threshold of eligibility. The decision to exit special education was also reviewed and endorsed by the staffing team. This exit from a special education resource room placement can be attributed to the use of more powerful teaching strategies and to the fact that special to regular class transition is facilitated by the alignment of teaching strategies when both regular and special education use the CELL framework.

Referrals to special education have decreased.

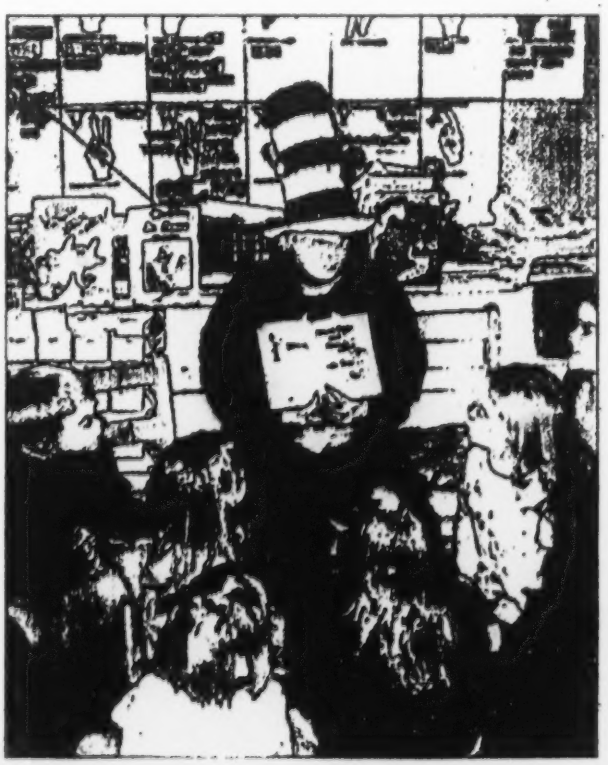
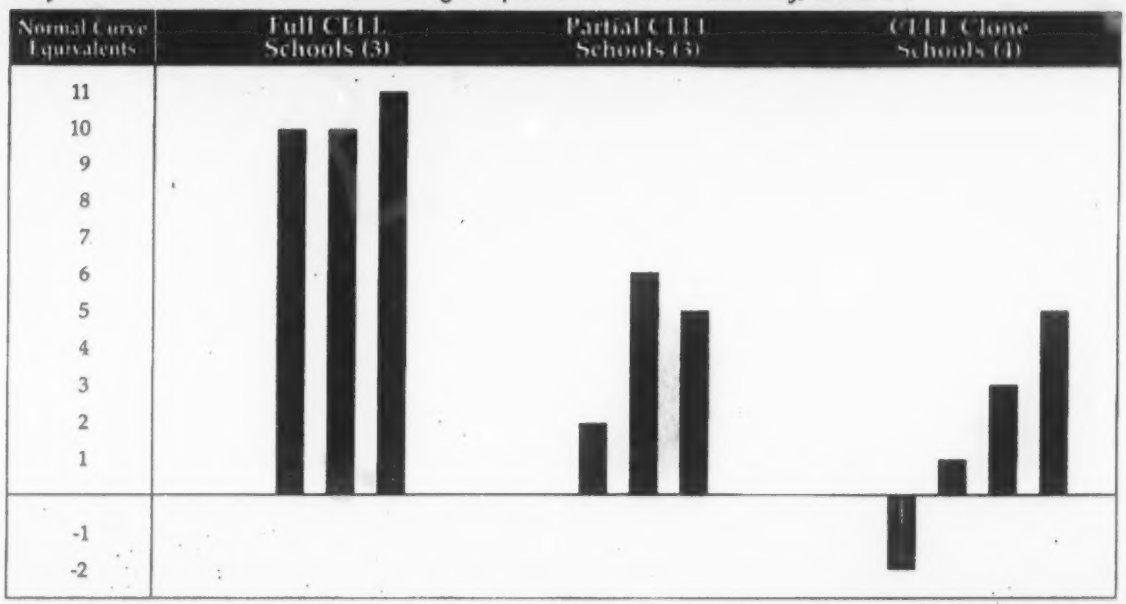


Table 11

*California Achievement Test (CAT-5) *Reading Comprehension Four Year Summary, Grades 1-4*



California CELL Pilot District, 1997
*California Achievement Test - Fifth Edition

Table 11 compares achievement in grades 1-4 on the California Achievement Test (CAT-5) over a four year period. Schools who had full CELL implementation showed increases of 10, 10, and 11 normal curve equivalents in reading comprehension. Schools with partial implementation of CELL showed increases of 2, 6, and 5. And schools that participated in a district developed CELL clone had normal curve equivalent scores of -2, 1, 3, and 5. These data are a strong indication that program replication is affected by altering standards, procedures, or training.

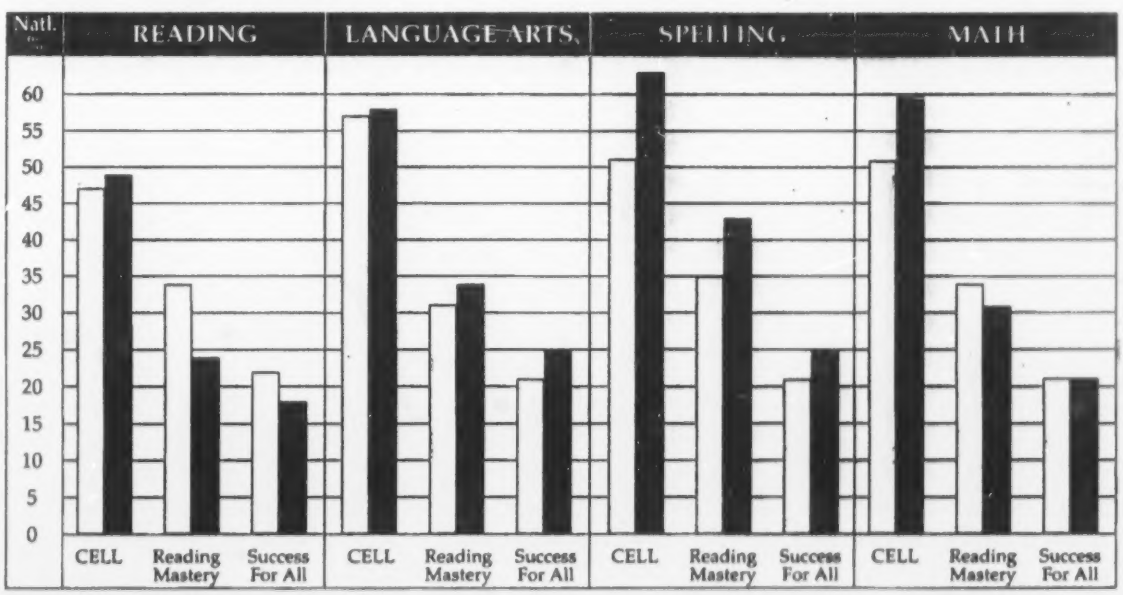
"CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers."

Elementary School Principal

Tables 12 and 13 compare the SAT-9 scores in three Title I schools in a California district. Schools were in comparable implementation stages of Reading Mastery (Engelman et al., 1998), Success for All (Slavin et al., 1993), and CELL in Table 8 and ExLL in Table 9. CELL and ExLL posted higher scores in all categories measured (reading, language arts, spelling, and math). By comparison, CELL and ExLL support the development of independent decision-making by teachers where, Reading Mastery and Success for All are constructed to be more directive and scripted.

Table 12

District SAT-9 Scores in Three Title I Schools Using California Early Literacy Learning, Reading Mastery and Success For All (2nd and 3rd Grade)*

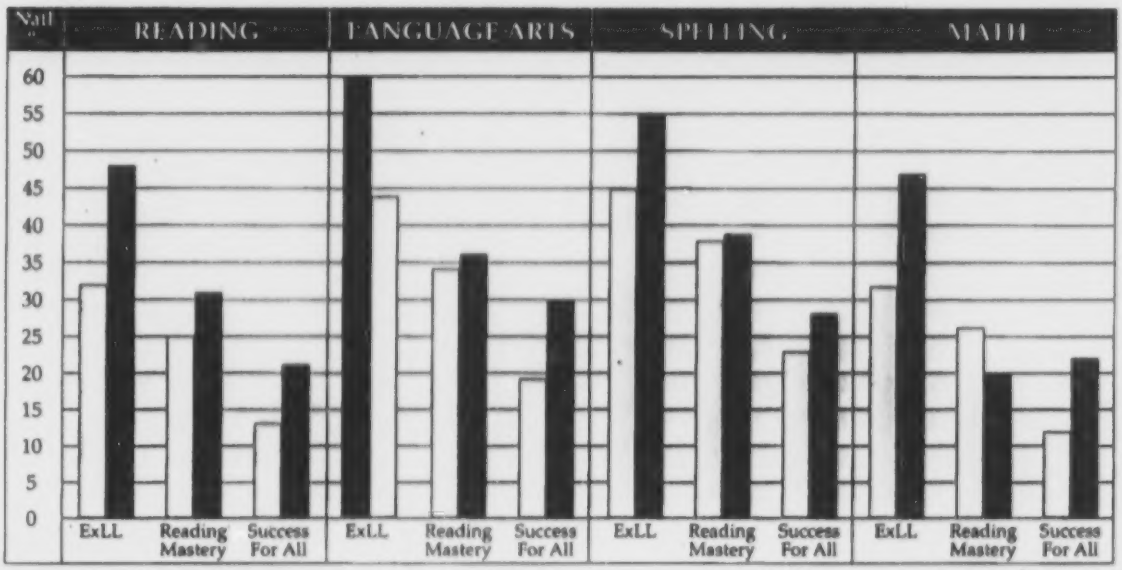


California Title I Schools, 1998
*Stanford Achievement Test - Ninth Edition

Studies suggest that programs that support teachers are more powerful over the long term than scripted programs.

Table 13

District SAT-9 Scores in Three Title I Schools Using Extended Literacy Learning, Reading Mastery and Success For All (4th and 5th Grade)*



California District, Title I Schools, 1998
*Stanford Achievement Test - Ninth Edition

Reading achievement was measured for English language learners in three immersion models. Scores for first-graders in CELL trained schools are compared to those from schools that received no training in Table 14. Children from CELL schools outperformed the other schools in all three models by 14, 9, and 10 percent.

Independent evaluations found CELL and ExLL to be effective programs.

Second Chance pilot training began in 1999-2000 and Tables 15 and 16 report those data. Table 15 reports the API growth target on the SAT-9 for middle schools that trained a Literacy Coordinator in 1999. All three schools exceeded their target by 30-50 percent. Table 16 shows the same comparison for six schools who had School-Based Planning Team training. Only one school failed to reach the target. This failure was attributed to partial participation by team members. Five schools exceeded their target growth by a considerable margin.

External Reviews

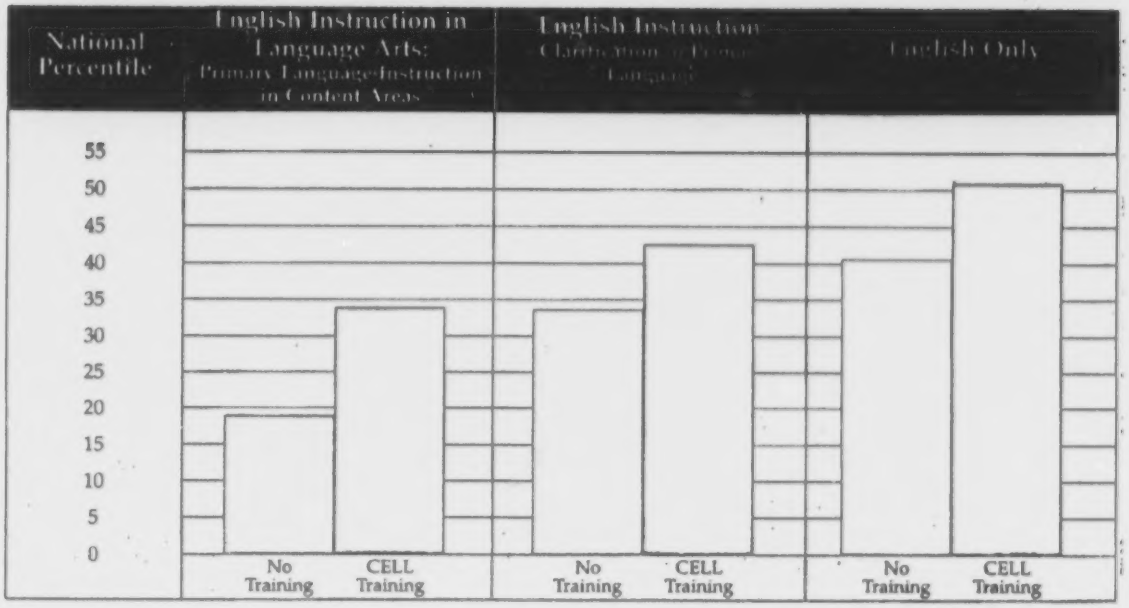
In addition to the studies conducted by CELL, ExLL and Second Chance schools, numerous external reviews have been conducted. Evaluations have been independent and used data provided by participating schools.

The Nevada Legislative Bureau of Educational Accountability and Program Evaluation reviewed data from CELL and ExLL schools in the state to evaluate its continued effectiveness on increasing the academic achievement of low performing students. Based on this evaluation CELL and ExLL were included on the List of Effective Remedial Programs as a program of curricular reform recommended to schools in Nevada.

A large scale study of the impact of CELL and ExLL on reading achievement was completed by the Program Evaluation and Research Branch of the Los Angeles Unified School District. The conclusion that both programs were effective was based on overall increases in achievement as well as the comparison of data from schools that received CELL and ExLL

Table 14

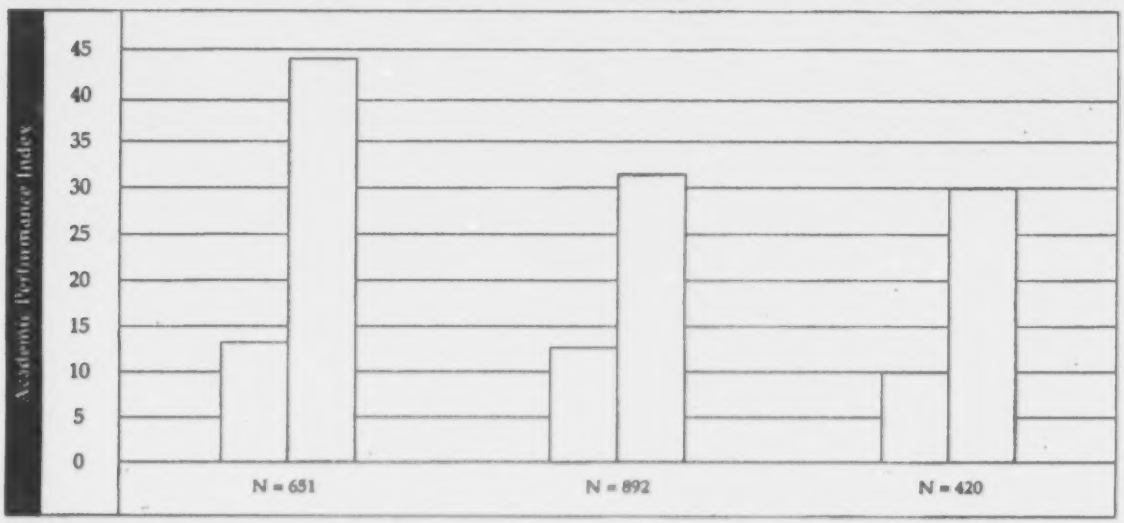
Reading Achievement for English Language Learners Using Three Immersion Models*



*Stanford Achievement Test - Ninth Edition
N = 1595 (9 Schools)
California School District

Table 15

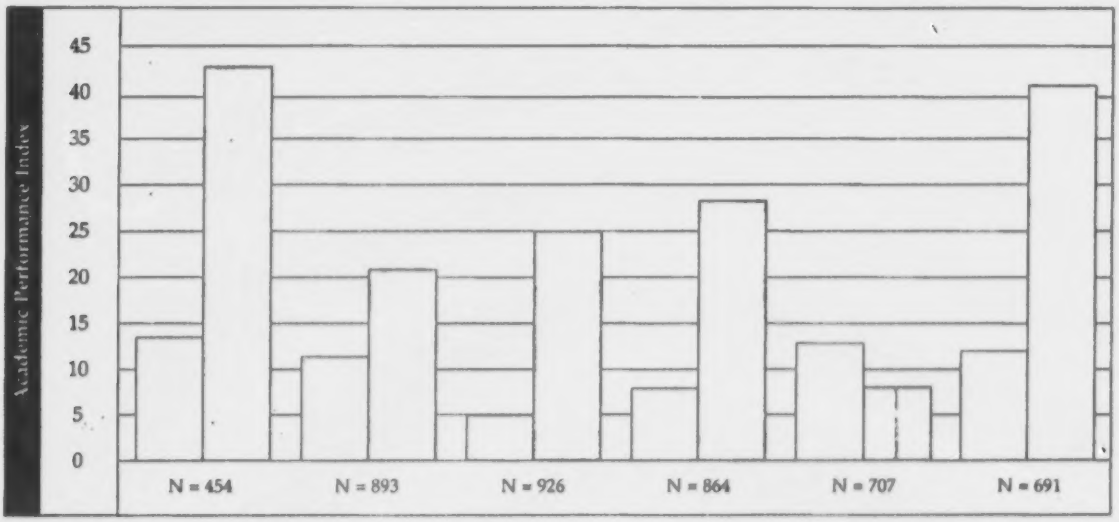
SAT-9 Achievement for Three California Middle Schools Training Literacy Coordinators - Year 1 Growth (1999-2000)*



Standford Achievement Test, Ninth Edition
California School Districts

Table 16

SAT-9 Achievement for Six California Middle Schools Participating in Second Chance - Year 1 Growth (1999-2000)*



training compared to schools that received no training.

CELL and ExLL participation has been funded by the Reading Excellence Act and Comprehensive School Reform Demonstration Program. Both of these initiatives by the U.S. Department of Education require that approved programs be research-based and proven effective. Independent panels judged CELL and ExLL to have met these criteria.

Summary

These studies demonstrate that CELL, ExLL and Second Chance are effective programs of professional development. The most important data are those that show good achievement gains in literacy. Schools who have committed to training a Literacy Coordinator show greater gains than those who received only the School-Based Planning Team training. Both level of implementation and adherence to the model are seen as important variables.

The impact on special education was also measured in two studies. The savings that would result in the reduced referral to special education and special education exit would, by themselves, cover the cost of all CELL and ExLL training. This is a powerful measure of cost effectiveness.

Professional development for teachers was found to be more important than the use of a particular instructional model. CELL was also found to be an effective way to support English language learners.

This research provides strong support for the relationship between professional development for teachers in the literacy frameworks and gains in student achievement.

IMPLEMENTATION

Training of both School-Based Planning Teams and Literacy Coordinators has been conducted in California, Hawaii, Kentucky, Mexico, Montana, Nevada and Utah. Schools from Arizona and Texas have also been trained. In addition to sites in Mexicali, Baja California and in Mexico City, Enseñanza Inicial de la Lectura y la Escritura (EILE), training has been provided in the Mexican states of Guanajuato and Puebla.

The implementation tables include yearly totals for teachers, teams, and Literacy Coordinators trained. During the past seven years CELL has trained more than 6,500 teachers who have in turn provided instruction for more than 460,00 children. ExLL, in four years of implementation, has trained more than 3,000 teachers and impacted an estimated 150,000 children. Second Chance in two years of implementation has trained 200 teachers at 20 school sites and served approximately 6,000 students.

CELL, ExLL and Second Chance training staff and Literacy Coordinators have conducted awareness and inservice sessions throughout the United States. Internationally, the trainers have presented literacy learning research at conferences in Aruba, Australia, Bermuda, Belize, Canada, Chile, Costa Rica, Cuba, Hungary, Jamaica, Mexico, New Zealand, and Spain.

Implementation of California Early Literacy Learning, CELL (PreK - 3)

CELL	Teachers	School-Based Planning Teams	Literacy Coordinators	Children	
				Per Year	Grand Total
1994-95	-	-	8	200	200
1995-96	344	23	13	8,925	9,125
1996-97	604	43	23	15,675	24,800
1997-98	1,084	78	33	27,925	52,725
1998-99	1,452	99	56	37,700	90,475
1999-00	1,532	108	54	38,300	128,775
2000-01	1,615	110	35	28,875	157,650
TOTAL	6,631	461	222	-	463,750

Implementation of Extended Literacy Learning, ExLL (3-8)

ExLL	Teachers	School-Based Planning Teams	Literacy Coordinators	Children	
				Per Year	Grand Total
1997-98	70	9	-	1,750	1,750
1998-99	608	76	3	15,110	16,860
1999-00	1,319	91	50	39,570	56,430
2000-01	1,452	96	28	30,492	81,252
TOTAL	3,449	272	81	-	156,292

Implementation of Second Chance at Literacy Learning, (6-12)

Second Chance	Teachers	School-Based Planning Teams	Literacy Coordinators	Children	
				Per Year	Grand Total
1999-00	63	7	-	1,323	1,323
2000-01	159	13	2	3,339	4,662
TOTAL	222	20	2	-	5,985

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Development of Demonstration Schools

Professional development benefits from the demonstration of effective teaching. Demonstration schools are developed as a way to provide this opportunity to teachers and Literacy Coordinators-in-training.

Numerous schools in both northern and southern California serve as CELL, ExLL and Second Chance demonstration sites. Demonstrations sites have also been established in Riverton and Sheridan, Wyoming; Salt Lake City, Utah; Reno, Nevada; Ashland, Kentucky; and Mexico City. Visits to these various schools can be arranged through the Foundation office.

August 2000 marked the opening of the Redlands School in Mexico City. The school is named after the location of the Foundation office in California. This new school is a private, bilingual preschool and elementary school that will serve as a demonstration of CELL as an effective method to teach English language learners and children whose primary language is Spanish.

Literacy Conferences

The Foundation sponsors literacy conferences each year as an additional professional development opportunity. The major conference is the annual West Coast Literacy Conference held in California. This conference is held in Anaheim in 2001 and is scheduled for Palm Springs in 2002. Each year the Foundation also sponsors a regional conference, this year scheduled for Reno, Nevada in October 2001. An additional 2001 conference will be held in Lana'i in August 2001 and a conference is planned in Mexico in 2002.

Dr. Swartz and Dr. Klein visit the Redlands School in Mexico City.
http://www.cell-exll.com/redlands_school/redlands.htm

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What Participants Say:

Classroom Teachers:

"With all the elements being used, the children are receiving good first teaching."

"ExLL is finally something for us upper grade teachers. Thank you!"

"Second Chance validated the importance of literacy in the upper grades for me."

"CELL provided a framework with which I could teach according to my understanding of how kids think and learn. I watch my students making literacy connections daily. My students are learning at a pace I never imagined possible for at-risk kids."

"ExLL has provided us with important tools to help intermediate grade children who are still struggling to learn to read."

"My first year at a CELL school was one of new learning, rethinking, and change. I admit I was very reluctant to change my way of thinking. However, given time, my Literacy Coordinator, guided meetings, professional growth, and the support of my peers, I have come to the conclusion that CELL has taught me how to teach!"

"Even special education is included. You could never have persuaded me that this kind of growth was possible."

Literacy Coordinators:

"Now that I have been in CELL (this wasn't true at first) my expectations have steadily increased and continue to rise, and also, my preconceived ideas (limitations) have been drastically decreased and continue to be reduced."

"CELL has developed among our teachers a common frame of reference as we discuss our students' growth and needs. We have also developed a much stronger and clearer sense of purpose and cohesiveness."

"CELL has changed my life. I will never be the same again and I certainly will never teach the same."

Principals:

"I am the principal of a large, urban, year-round school with 95 percent Title I-identified and 80 percent limited English proficient (students)... I can see children achieving more and at higher levels than ever in the history of this school."

"CELL and ExLL are aligned perfectly. This will make all the difference."

"At long last, Second Chance gives literacy support to the secondary schools."

"We are just starting CELL. I visited a CELL school and I would like to hire nine teachers just like the one I observed."

"The strongest effect of CELL has been the improvement in the regular classroom. The base program has improved 100 percent. Pull-out and push-in programs are no longer the first line of intervention-good first teaching is!"

"CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers."

"We are seeing amazing results in our students reading and writing abilities as a result of the CELL strategies."

"I wish I had received this kind of training in college. All teachers need this training."

Additional Training Opportunities

The Foundation for California Early Literacy Learning has developed numerous additional training opportunities. These include advanced trainings as well as specialized trainings that support the CELL, ExLL, and Second Chance programs.

ADVANCED CELL TRAINING (Grades PreK-6)

Two-day workshop, one day each on reading and writing for trained CELL teachers and Literacy Coordinators. Sessions will focus on the integration of strategies and the reciprocity of reading and writing.

ADVANCED ExLL TRAINING (Grades 3-8)

Two-day workshop on advanced reading and writing strategies for trained ExLL teachers and Literacy Coordinators. The emphasis will be on non-fiction materials as accessible texts at all grade levels.

CELL + MATH TRAINING (Grades PreK-3)

CELL + Math: Finding the Common Denominator is a workshop that assists teachers in teaching mathematics using the CELL Framework.

FAMILY LITERACY TRAINING (Grades PreK-3)

Two-day workshop using the CELL Framework along with Family Literacy activities to encourage active participation from both the child and parents in order to foster a positive elementary school experience.

ASSESSMENT & TEST-TAKING TRAINING (Grades 3-12)

This one day training has two purposes: 1) to focus on additional practice with ExLL and Second Chance assessments and guide teachers to find instructional applications based on these assessments, and 2) to help teachers implement test-taking strategies in the curriculum in all content areas.

MINI-CONFERENCE (Grades PreK-12)

These mini-conferences are developed in response to specific requests from trained school sites for additional on-site staff development.

CELL–ExLL INTERVENTION PROGRAM

The intervention program is to provide teachers with knowledge, tools, and a structure to support them in the delivery of a highly effective intervention program at their school.

ON-SITE VISITS (Grades PreK-12)

Foundation trainers are available to provide on-site visitations of classrooms and demonstration coaching session. These visits are meant to supplement rather than replace the work of the trained Literacy Coordinator(s).

Intensive training and long term support are necessary for effective change.

Collaborations and Partnerships

CALIFORNIA

Baker Elementary School
Sandra Villanueva
12043 Exline Street
El Monte, CA 91732
Tel: 626-575-2216
Fax: 626-575-2102

Los Angeles Annenburg Metropolitan Project
Delta Collaborative
Phyllis Gudoski
12431 Roscoe Boulevard
Sun Valley, CA 91352
Tel: 818-768-4195
Fax: 818-768-4946

Garfield Elementary School
Lourdes Hale
7425 South Garfield Avenue
Bell Gardens, CA 90201
Tel: 562-927-1915
Fax: 562-806-5135

New Haven Unified School District
Pat Zenzen
34200 Alvarado-Niles Road
Union City, CA 94587
Tel: 510-471-1100
Fax: 510-475-3937

Parkview Elementary School
Susan Hernandez
12044 E. Elliott Street
El Monte, CA 91732
Tel: 626-652-4800
Fax: 626-652-4815

University of California, Riverside
1200 University Ave., Suite 347
Riverside, CA 92507
Tel: 909-787-4361 x1655
Fax: 909-787-6439

Urban Learning Centers
Los Angeles Educational Partnership
Rita Flynn
315 West Ninth Street, Suite 1110
Los Angeles, CA 90015
Tel: 213-622-5237
Fax: 213-629-5288

HAWAII

Lana'i High & Elementary School
Pierce Myers
555 Fraser Avenue
Lana'i, HI 96763
Tel: 808-565-7900
Fax: 808-565-7904

KENTUCKY

Ashland Independent School District
Lisa Henson
1420 Central Avenue
Ashland, KY 41105
Tel: 606-327-2706
Fax: 606-327-2705

MEXICO

Educación para el Desarrollo Humano,
Roberto Barocio Quijano
and
Enseñanza Inicial de la
Lectura y la Escritura (EILE),
Carime Hagg Hagg
Frontera 105 – E San Angel
c.p. 11000 Mexico, D.F.
Tel: 52-5-550-1322
Fax: 52-5-616-0937

Centro de Atención Multiple Cesar Prieto Larriva
Graciela Arredondo
Cristina Arcos
Carretera San Felipe #150
Mexicali, B.C. 21700
Tel: 52-6-561-7013

Redlands School
Cecilia Contreras Luna
Carime Hagg Hagg
Mónica Iñesta Castillo
Carril #40
Santa Úrsula Xitla
Tlalpan
c.p. 14420
Mexico, D.F.
Tel: 52-5-573-0470
Fax: 52-5-513-3723

MONTANA

Orchard School
Linda Bakken
120 Jackson Street
Billings, MT 59101
Tel: 406-255-3867
Fax: 406-255-3613

St. Labre Indian School
Nicole Trahan
Mission Road
Ashland, MT 59003
Tel: 406-784-4550
Fax: 406-784-4565

NEVADA

Agnes Risley Elementary School
Patricia Falk
1900 Sullivan Lane
Sparks, NV 89431
Tel: 702-353-5760
Fax: 702-353-5762

TEXAS

University of North Texas
William Camp, Ph.D.
P.O. Box 311337
Denton, TX 76203
Tel: 940-565-2753
Fax: 940-565-4952

UTAH

Provo City School District
Patti Harrington
280 W. 940 N.
Provo, UT 84604
Tel: 801-374-4800
Fax: 801-374-4808

Rose Park Elementary School
Rosanne Jackson
1130 Sterling Drive
Salt Lake City, UT 84116
Tel: 801-578-8554
Fax: 801-578-8373

Utah Urban School Alliance
John Bennion
1865 South Main Street
Suite 22
Salt Lake City, UT 84115
Tel: 801-474-1657
Fax: 801-474-9451

Washington Elementary School
Nancy McCormick
420 N. 200 W.
Salt Lake City, UT 84103
Tel: 801-578-8140
Fax: 801-578-8147

Whittier Elementary School
Patti O'Keefe
1568 So. 300 East
Salt Lake City, UT 84115
Tel: 801-481-4846
Fax: 801-481-4849

WYOMING

Wyoming Early Literacy Learning (WELL)

Fremont County School
District #25
Joan Gaston
121 N. 5th St. W.
Riverton, WY 82501
Tel: 307-856-9407
Fax: 307-856-3390

Linford Elementary School
Rhonda Anderson
120 South Johnson
Laramie, WY 82070
Tel: 307-721-4439
Fax: 307-721-4443

Sheridan County School
District #2
Craig Dougherty
P.O. Box 919
Sheridan, WY 82801
Tel: 307-674-7405
Fax: 307-674-6270

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Redlands School in Mexico City